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EXHIBIT 2
DATE 03/21/07
SB 123

Ian B. Davidson
Chairman

March 15, 2007

TO: House Education Committee
RE: Full-time Kindergarten proposal

To the Chairman and Members of the Committee,

My name is Ian Davidson, and I live in Great Falls, Montana. I regret that I am unable to attend this important hearing, and I very much appreciate your accepting my testimony with regard to the issue of full-time kindergarten.

As a grandfather of children who have experienced full-time kindergarten in Great Falls, I am very grateful for the benefits my grandchildren have received from this wonderful program. Their growth in one short year, both behaviorally and academically, has been very apparent.

I also support full-time kindergarten as a member of the business community. As one who has spent his career and built a business assessing investments, I see this program as a valuable investment in the economy of Montana. We know an educated workforce is the key to attracting new businesses to our state and growing our existing businesses. Studies tell us that full-time kindergarten lays a better educational and social foundation for our future engineers, teachers, poets, chemists and entrepreneurs. Such a foundation could allow more of our Montana students a better chance of succeeding academically, of excelling in school, and of graduating with achievable dreams.

Full-time kindergarten is a program that provides both short term and long-term benefits. It has the potential to immediately improve the education and daily lives of our students and to ensure a well-educated workforce for the future of our state.

I ask the members of the House Education Committee to give SB 123 your full and positive consideration.

Respectfully,

Ian B. Davidson
Chairman, Davidson Companies
Chairman, D.A. Davidson & Co.
Chairman, Plum Creek Timber Co.

IBD/jm

March 19, 2007

Rep. Rick Jore, Chair
House Education Committee
Montana House of Representatives
Capitol Station
Helena, MT 59620

Chairman Jore and Members of the Education Committee:

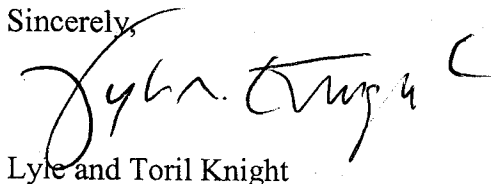
As a member of the business community, I know that education is not an expense to our state, but an investment in the future of Montana. Accordingly, the past decade of reductions in this investment has negatively impacted our economy.

The workforce of tomorrow depends on the education our children receive today. Full-Time Kindergarten is the most effective way to give our kids a critical early start in their education. That early start is vital to many children's academic, intellectual and social development, providing them the best opportunity to acquire the skills and confidence necessary to achieve their potential. Without it, too many of them will never be able to catch up to their classmates academically and will fall farther and farther behind. The costs associated with increased assignment to Special Education classes, remedial education and high school dropouts are much greater than what you are asked to invest now in Full-Time Kindergarten.

I took on a lead role in Billings to convince our community that investing in education now will lead to a better workforce tomorrow, and will consequently help attract new businesses into our state. I am convinced that Full-Time Kindergarten is a vitally important component to economic development in Montana.

I ask for your support of SB123.

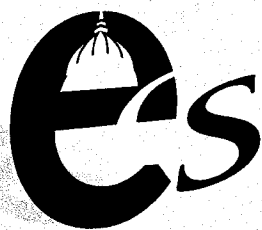
Sincerely,



Lyle and Toril Knight

Distributed by: **OPI** Linda McCulloch, Superintendent
Montana Office of Public Instruction
opi.mt.gov

on behalf of Lyle Knight, CEO, First Interstate BancSystem, Inc.



Education
States

The Progress of Education Reform 2004

Kindergarten

Vol 5, No. 4, September 2004

What's inside

- Full- versus half-day programs
- Early success
- State policy snapshot

Full-day Kindergarten Programs Improve Chances of Academic Success

Kindergarten today is a mainstay of the education system with about 98% of all children attending at least a half-day program. As policymakers seek to improve student achievement and close persistent gaps among children from different economic and racial backgrounds, much attention has focused on whether resources should be invested to help districts and schools expand programs to make full-day kindergarten more available.

Currently, about 60% of the nation's schoolchildren attend full-day kindergarten. Access is not always consistent, however, and only nine states require districts to offer full-day programs. Demand for full-day kindergarten appears to be growing because of various factors, including parents' belief that full-day programs will help their child better adjust and perform in school. In addition, a greater number of families – particularly single-parent households or those in which both parents work – need more access to quality educational opportunities for their young children during the day.

While much research has been conducted over the past 25 years on the effects of full- versus half-day kindergarten programs, definitive answers remain elusive. Recent research, however, including an extensive study tracking a national sample of children who began kindergarten in 1998, has helped shed light on the subject. This edition of *Progress of Education Reform* examines key findings of this new research.

In particular, experts now are in general agreement there are no detrimental effects to attending full-day kindergarten and, in fact, students in full-day programs show significantly stronger academic gains over the course of the kindergarten year than their half-day counterparts. The research also finds that

poor and minority students especially can benefit from participation in full-day programs.

There is less agreement about the degree to which benefits gained from attending full-day kindergarten carry forward throughout a student's academic career. While further studies are needed to confirm the extent of this impact, the research outlined here establishes full-day kindergarten as a promising tool in the policy-maker's arsenal for improving schools and closing academic achievement gaps.



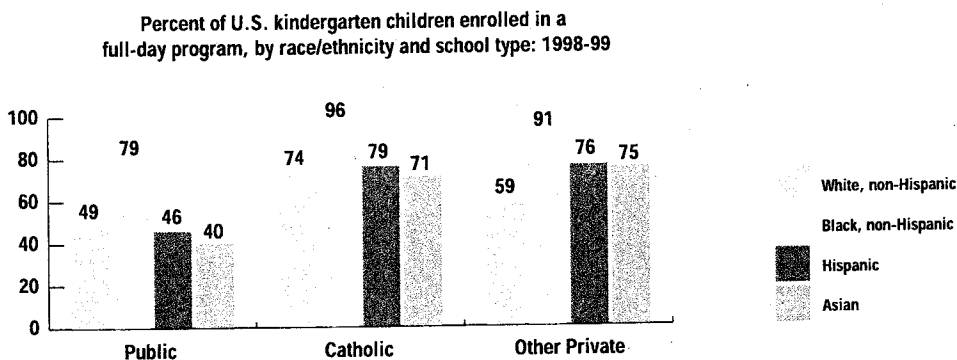
(National Center for Education Statistics, June 2004,
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004078>)

Based on an important longitudinal study tracking the progress of a nationally representative sample of children in the 1998-99 kindergarten class, this report finds that children in full-day kindergarten make more progress in both reading and math than those in half-day classes. The difference in progress was found to persist even after adjusting for a variety of key factors, including: race, ethnicity, sex, class size, amount of time for subject-area instruction and the presence of an instructional aide.

Data also show black children in full-day classes with an instructional aide had even greater achievement gains than those who did not have an aide. The presence of an aide did not have an effect on achievement gains for white students, however.

The report also provides extensive information on the schools – both public and private – that offer full- and half-day kindergarten programs and the children who attend these programs. And it compares many characteristics of public school full- and half-day kindergarten classes, including typical instructional activities and curricula. In the 1998-99 school year, key characteristics of full-day kindergarten programs included the following:

- In both public and private schools, black students were more likely to attend full-day kindergarten than students from any other major ethnic group. (See graph below).



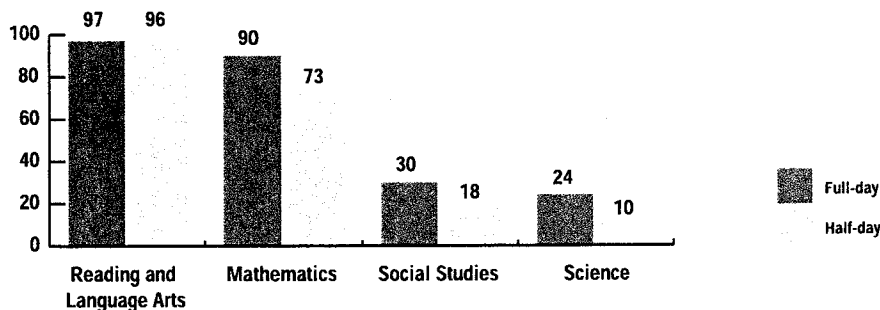
Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99: School Administrator Questionnaire, Kindergarten Teacher Questionnaire, and Parent Interviews, Base-Year Public-Use Data Files.

- Poor students (62%) attended full-day kindergarten more often than those from more affluent families (51%).
- A larger percentage of public schools in the South offered full-day kindergarten (84%) compared to public schools in other regions of the country (57% in the Midwest, 38% in the West and 37% in the Northeast).
- Full-day programs were more likely than half-day programs to devote time each day to math, social studies and science. (See graph on page three).
- Sixty-eight percent of full-day classes spent more than an hour per day on reading instruction compared to 37% of half-day classes.



Kindergarten

Percent of U.S. public kindergarten classes that spend time each day on various academic subject areas, by program type: Spring 1999



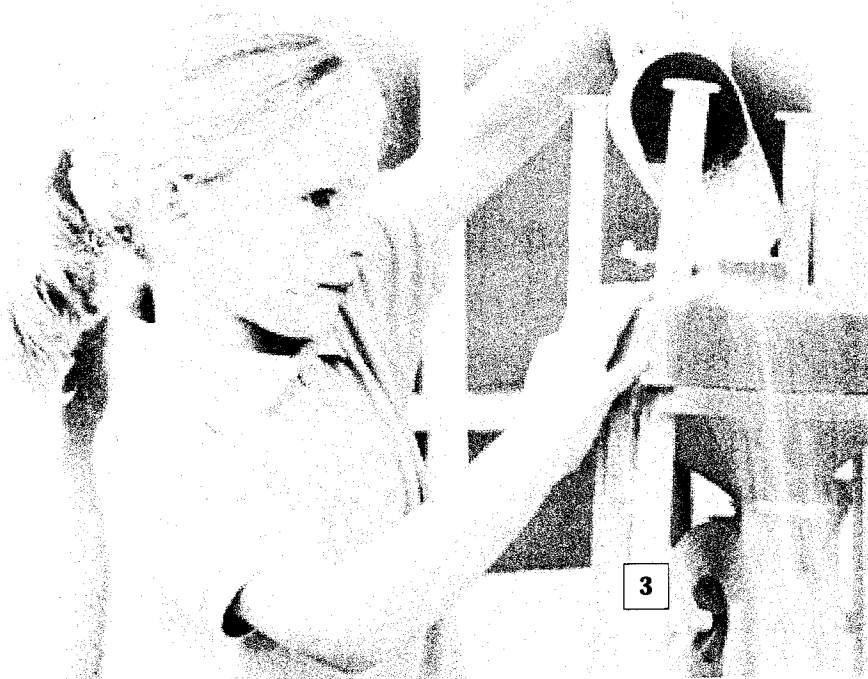
Source: U.S. Department of Education, National Center for Education Statistics, Early Childhood Longitudinal Study, Kindergarten Class of 1998-99; Spring 1999 Kindergarten Teacher Questionnaire, Base-Year Public-Use Data File.

(Center for Evaluation and Education Policy, January 2004, <http://www.doe.state.in.us/primetime/pdf/fulldaykreport.pdf>)

This study reviews national research on the impacts of full-day kindergarten and compares the national findings to information gleaned from site visits to individual Indiana schools and a group of seven studies of schoolchildren in districts throughout Indiana. The Indiana findings confirm what much of the national research says about the differences between full- and half-day programs.

In particular, the report reaches five key conclusions:

1. Both the Indiana and national data provide evidence that, relative to half-day programs, full-day kindergarten appears to have a **positive effect on both short- and long-term student achievement**. In fact, one longitudinal study conducted in an Indiana district showed significantly higher basic skills test scores in the 3rd, 5th and 7th grades for students who had attended full-day kindergarten.
2. Data generally support the effectiveness of full-day versus half-day programs in **reducing the number of children who are held back** a grade or referred to special education programs.
3. The positive development of student **social and behavioral skills** – including independence, peer interaction and originality – tends to favor full-day kindergarten programs.
4. Positive outcomes appear to be larger for **disadvantaged students** in both the national and Indiana research. The authors say full-day programs appear to be effective in **reducing achievement gaps** between students of different economic and racial groups.
5. There are **no negative outcomes** commonly associated with full-day kindergarten. National research also generally supports the conclusion that full-day kindergarten students adjust to longer days in school without any major difficulties.



Based on these findings, the report offers some recommendations to policymakers. For instance, the authors point out, regardless of how it is organized or funded, full-day kindergarten is expensive relative to half-day programs. Added costs include the need for more teachers, instructional aides and classroom space to accommodate a full-day schedule.

To help address this issue, the report recommends any state-funded full-day program should include an evaluation component that promotes the accountability of full-day programs while at the same time tracking any cost savings the program provides. In particular, the authors say the state program should evaluate the potentially significant cost savings related to reduced student grade retention, reduced need for remedial coursework and reduced special education referrals.

Early Success focuses on the efforts of the Montgomery County Public School district in Rockville, Maryland, to close the achievement gap among its youngest students. Beginning in 2000, the district implemented a plan to improve the quality of its early education programs. As part of this plan, children in the district's poorest schools were offered access to full-day kindergarten and reduced class sizes. In addition to increased instructional time, full-day kindergarten teachers were given a curriculum blueprint and instructional guides that helped them manage their extra time better.

The report's findings are based on an analysis of: (1) the performance over the past two years of approximately 20,000 district children on a national assessment of reading, language and math; and (2) a longitudinal study of 27,000 students as they passed from kindergarten into 1st and 2nd grade.

Perhaps the most important finding in the report is that full-day kindergarten can significantly help to close academic achievement gaps for both low-income and minority children. In some cases, such as reading, low-income students in full-day kindergarten were even shown to outperform students in half-day kindergarten from more affluent communities.

Other key findings include:

- African American students in full-day kindergarten significantly outperformed their African American peers in half-day kindergarten programs.
- By 2003, 60% of Hispanic students in full-day classes met an established reading skill benchmark, compared to only 48% of Hispanic students in half-day classes.
- By 2003, 56% of English language learners in full-day programs met the established reading skill benchmark compared to only 29% in 2001.
- The percentage of special education students in full-day kindergarten that met reading benchmarks more than doubled in three years.



(Northwest Regional Educational Laboratory, December 2002.
<http://www.nwrel.org/request/dec2002/kindergarten.pdf>)

This booklet offers a literature review on full-day kindergarten programs and highlights key issues for educators and policymakers to consider. Also included are several profiles of full-day programs operating in Northwest schools.

The authors agree research shows students in full-day programs progress further academically during the kindergarten year than students in half-day programs, and full-day kindergarten has longer-lasting academic benefits for poor children. They also agree there is no evidence of detrimental effects on children who attend full-day programs.

Drawing other definitive conclusions from existing research is difficult, the authors say, because kindergarten practices and student populations vary so much from school to school. In fact, there is currently not strong evidence showing that academic gains made in full-day programs last beyond 1st grade for all students.

The booklet says part of the difficulty with current research is that isolating the impacts of such variables as teaching methodology, teacher experience, quality of curriculum and parental involvement make it hard to draw direct correlations to student-performance changes based on a single factor, such as length of the school day. Another problem with current research is there are few studies in which students are assigned randomly to full- and half-day kindergarten programs. Findings could therefore be skewed in favor of full-day programs simply because the students most likely to choose these programs come from educationally advantaged homes.

For policymakers interested in implementing full-day kindergarten programs, the booklet recommends consulting first with parents, teachers and other community leaders. The authors say states that have been successful in passing legislation regarding full-day kindergarten have taken a variety of approaches, including providing funding for full-day programs but not requiring districts to offer it, targeting funding for full-day programs specifically for disadvantaged students and mandating that districts offer full-day programs students can voluntarily attend.



For additional information on full-day kindergarten, see the following Web sites:

Early Childhood Longitudinal Study Kindergarten Class of 1998-99 <http://nces.ed.gov/ecsl/>
National All Day Kindergarten Network www.siue.edu/~snall/kdtn/
Clearinghouse on Early Education and Parenting <http://ceep.crc.uiuc.edu/poptopics/fullday.html>
Northwest Regional Educational Laboratory <http://www.nwrel.org/request/dec2002/intro.html>

ECS Resources on Full-day Kindergarten:

ECS Kindergarten Issue Site www.ecs.org/html/issue.asp?issueid=77

How States Fund Full-day Kindergarten shows how each state's funding formula addresses kindergarten.
<http://www.ecs.org/clearinghouse/52/30/5230.doc>

State Statutes Regarding Kindergarten includes information on each state's offering of full-day kindergarten, as well as policies for student attendance in kindergarten.
www.ecs.org/clearinghouse/49/99/4999.htm

ECS' 50-state Kindergarten Database allows users to review and compare access, quality and funding of kindergarten in the states. http://www.ecs.org/html/educationIssues/EarlyLearning/KDB_intro.asp

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STATE POLICY SNAPSHOT – Funding for Full-day Kindergarten

Thirty-nine states and the District of Columbia fund both full- and half-day kindergarten at the same level. Only nine states (Alaska, Georgia, Illinois, Massachusetts, Nebraska, New Mexico, New York, Pennsylvania and Wisconsin) provide more funding for full-day kindergarten than half-day programs.

(Source: *How States Fund Full-day Kindergarten*, Education Commission of the States, August 2004, www.ecs.org/clearinghouse/52/30/5230.doc.)

STATE POLICY SNAPSHOT – Is Full-day Kindergarten Required?

Nine states (Alabama, Arkansas, Georgia, Louisiana, Maryland, Mississippi, North Carolina, South Carolina and West Virginia) currently *require* districts to offer full-day kindergarten programs.

Forty-three states, the District of Columbia and the U.S. Virgin Islands require districts to offer at least a half-day of kindergarten.

Fifteen states, the District of Columbia and the U.S. Virgin Islands require children to attend kindergarten. Two states – West Virginia and Louisiana – require full-day attendance.

(Source: *State Statutes Regarding Kindergarten*, Education Commission of the States, June 2004, www.ecs.org/clearinghouse/49/99/4999.htm.)

Full-day Kindergarten Enrollment Statistics:

Sixty percent of all kindergarten students in the United States attend full-day programs.

Fifty-nine percent of children who attend public school kindergarten are enrolled in full-day programs.

Sixty-five percent of children in private kindergartens are enrolled in full-day programs.

(Source: *School Enrollment – Social and Economic Characteristics of Students*, U.S. Census Bureau, October 2000).

This publication is made possible in part through a grant from the GE Foundation. The report was written by Dale DeCesare, ECS writer/editor.





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ERIC DIGEST

June 2001 • EDO-PS-01-3

Recent Research on All-Day Kindergarten

Patricia Clark

In the fall of 1998, of the 4 million children attending kindergarten in the United States, 55% were in all-day programs and 45% were in part-day programs (West, Denton, & Germino-Hausken, 2000, p. v). The growing number of all-day programs is the result of a number of factors, including the greater numbers of single-parent and dual-income families in the workforce who need all-day programming for their young children, as well as the belief by some that all-day programs better prepare children for school.

Research during the 1970s and 1980s on the effects of all-day kindergarten yielded mixed results. In a review of research on all-day kindergarten, Puleo (1988) suggested that much of the early research employed inadequate methodological standards that resulted in serious problems with internal and external validity; consequently, the results were conflicting and inconclusive. Studies conducted in the 1990s also produced mixed results; however, some important trends appeared. This Digest discusses the academic, social, and behavioral effects of all-day kindergarten, as well as parents' and teachers' attitudes and the curriculum in all-day kindergarten classes.

Academic Achievement

Despite the generally mixed results concerning the effect of all-day kindergarten on academic achievement in the 1970s and 1980s, consistent findings appeared concerning the positive effect on academic achievement for children identified as being at risk (Housden & Kam, 1992; Karweit, 1992; Puleo, 1988). Research reported in the 1990s shows more consistent positive academic outcomes for all children enrolled in all-day kindergarten (Cryan, Sheehan, Wiechel, & Bandy-Hedden, 1992; Elicker & Mathur, 1997; Fusaro, 1997; Hough & Bryde, 1996; Koopmans, 1991). Cryan et al. (1992) conducted a two-phase study that examined the effects of half-day and all-day kindergarten programs on children's academic and behavioral success in school. In the first phase of the study, data were collected on 8,290 children from 27 school districts; the second phase included nearly 6,000 children. The researchers found that participation in all-day kindergarten was related positively to subsequent school performance. Children who attended all-day kindergarten scored higher on standardized tests, had fewer grade retentions, and had fewer Chapter 1 placements.

Hough and Bryde (1996) looked at student achievement data for 511 children enrolled in half-day and all-day kindergarten programs in 25 classrooms. Children in the all-day programs scored higher on the achievement test than those in half-day programs on every item tested.

In a study of the effectiveness of all-day kindergarten for the Newark, New Jersey, Board of Education, Koopmans (1991) looked at two cohorts of students: one in its third year of elementary school and the other in its second year. There were no significant differences in reading comprehension and math scores on the California Test of Basic Skills (CTBS) for the first cohort; however, both reading comprehension and math scores were higher for students in the second cohort who had attended all-day kindergarten.

Elicker and Mathur (1997) also found slightly greater academic progress in kindergarten and higher levels of first-grade readiness for children in an all-day kindergarten program. Teachers reported significantly greater progress for all-day kindergarten children in literacy, math, and general learning skills.

Finally, in a meta-analysis of 23 studies on all-day kindergarten, Fusaro (1997) concluded that children who had attended all-day kindergarten achieved at a higher level than children in half-day kindergarten programs. According to Fusaro, all-day kindergarten accounted for approximately 60% of the variance in outcome measures.

Social and Behavioral Effects

Most studies on all-day kindergarten have focused on academic achievement; however, some researchers have also examined social and behavioral effects. Cryan et al. (1992) asked teachers to rate half-day and all-day kindergarten children on 14 dimensions of classroom behavior. According to researchers, a clear relationship emerged between the kindergarten schedule and children's behavior. Teachers rated children in all-day kindergarten programs higher on 9 of the 14 dimensions; there were no significant differences on the other 5 dimensions. Other researchers who have studied social and behavioral outcomes found that children in all-day kindergarten programs were engaged in more child-to-child interactions (Hough & Bryde, 1996) and that they made significantly greater progress in learning social skills (Elicker & Mathur, 1997).

Attitudes about All-Day Kindergarten

Recently, researchers have examined parents' and teachers' attitudes towards all-day kindergarten, as well as considering academic, social, and behavioral effects. Both parents and teachers whose children were enrolled in all-day kindergarten were generally satisfied with the programs and believed that all-day kindergarten better prepared children for first grade (Hough & Bryde, 1996; Elicker & Mathur, 1997; Housden & Kam, 1992; Towers, 1991). Teachers and parents also indicated a preference for all-day kindergarten because of the more relaxed atmosphere, more time for creative activities, and

more opportunity for children to develop their own interests (Elicker & Mathur, 1997).

Parents reported that all-day kindergarten teachers provided suggestions for home activities more frequently (Hough & Bryde, 1996). They also felt that the all-day kindergarten schedule benefited their children socially (Towers, 1991).

Teachers surveyed felt that the all-day program provided more time for individual instruction (Greer-Smith, 1990; Housden & Kam, 1992). They also indicated that they had more time to get to know their children and families, thus enabling them to better meet children's needs (Elicker & Mathur, 1997).

Curriculum in All-Day Kindergarten

Researchers who have looked at the types of activities children are engaged in, how teachers structure time, and how teachers interact with children during instructional time have found that the greatest percentage of time in both half-day and all-day kindergarten programs is spent in teacher-directed, large-group activity (Elicker & Mathur, 1997; Morrow, Strickland, & Woo, 1998). Elicker and Mathur (1997) note that, although the average amount of time spent in large-group teacher-directed activity is greater in all-day classrooms than in half-day classrooms, the percentage of total time spent in teacher-directed activity was 16% less in all-day programs.

Some studies (Hough & Bryde, 1996; Morrow et al., 1998) found that all-day kindergarten teachers utilized small-group instruction and provided for small-group activities more frequently than half-day teachers. Hough and Bryde also found more individualized instruction in all-day programs, when compared with half-day programs.

An interesting pattern occurred when Elicker and Mathur (1997) compared data collected from the first and second years of their study. They noted that many of the differences in kindergarten programming became stronger during the second year of implementation. They found that children in the all-day classrooms in the second year of implementation were "initiating more learning activity and receiving more one-to-one instruction from their teachers" (p. 477). Further research in this area is needed to determine whether, over time, all-day kindergarten teachers restructure the curriculum to accommodate the increased amount of time available to them and the children in more developmentally appropriate ways.

Summary

There seem to be many positive learning and social/behavioral benefits for children in all-day kindergarten programs. At the same time, it is important to remember that what children are doing during the kindergarten day is more important than the length of the school day. Gullo (1990) and Olsen and Zigler (1989) warn educators and parents to resist the pressure to include more didactic academic instruction in all-day kindergarten programs. They contend that this type of instruction is inappropriate for young children.

An all-day kindergarten program can provide children the opportunity to spend more time engaged in active, child-initiated, small-group activities. Teachers in all-day kindergarten classrooms often feel less stressed by time constraints and may have more time to get to know children and meet their needs.

For More Information

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West, J., Denton, K., & Germino-Hausken, E. (2000). *America's kindergartners* [Online]. Washington, DC: National Center for Educational Statistics. Available: <http://nces.ed.gov/pubs2000/2000070.pdf>.

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Montana Office of Public Instruction
Linda McCulloch Superintendent www.opi.mt.gov



Full-Time Kindergarten Superintendent Linda McCulloch

Montana State Capitol
Helena, MT
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1

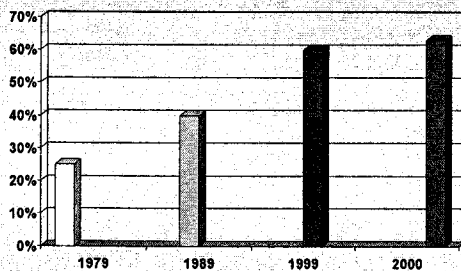
Kindergarten Today

- Nationally, 63% of all kindergarten students attend Full-Time Kindergarten (six hours a day, five days a week)
- 98% of all children in the U.S. attend at least half-day kindergarten
- The State of Montana currently provides half-time ANB funding for all kindergarten students
- Only about 28% of Montana kindergarten students have the option of attending a full-time program

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2

Percentage of Children in Full-Time Kindergarten in the U.S.



Data taken from the Education Commission of the States (ECS), 2005.

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3

Montana Proposal for Full-Time Kindergarten

- Increase academic success for all students
- Parental Control
- Local Control

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4

Academic Success

If a child isn't reading at grade level by the end of third grade it is very difficult and very expensive to catch up in later grades.

Up through the third grade, kids are learning to read. After third grade, kids are reading to learn.

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Academic Benefits:

- Greater progress in reading, math and general learning skills
- Significant gains in social and emotional development
- Higher scores on achievement tests
- Reduced behavioral problems
- Significantly stronger academic gains in kindergarten year than their half-day counterparts
- Positive effect on short and long-term student achievement
- Students exhibit more independent learning, classroom involvement and productivity

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Economic Benefits

- A significantly higher level of schooling completed
- Significantly higher monthly earnings at age 27
- Significantly higher percentages of home ownership
- A significantly lower percentage receiving social services
- Significantly fewer arrests by age 27
- Supports working families

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At-Risk/Dropout Prevention

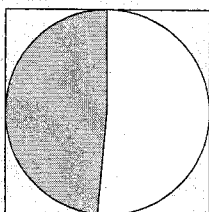
- Significantly helps to close academic achievement gaps for both low-income and minority children
- Poor and minority students especially benefit from participation in full-time program
- Significantly higher report of homework completed at age 15
- For low-income children, the longer school day provides increased opportunities for good nutrition

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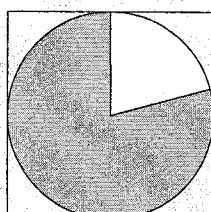
2004-05 CRT Test Results:

Reading scores of 4th Grade Students



□ Novice & Nearing Proficient
□ Proficient & Advanced

American Indian Students



□ Novice & Nearing Proficient
□ Proficient & Advanced

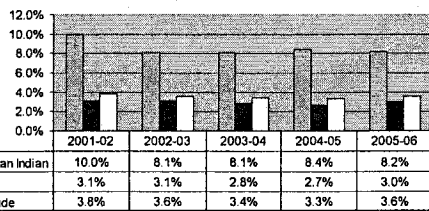
White students

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Dropout Rates

Dropout Rates for Select Race/Ethnicity
Categories for Grades 9-12
2000-01 to 2005-06



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Cost Savings to Schools

- Reduction of high cost students by fewer grade retentions and special education placements
- Cost savings in elimination of mid-day buses
- Savings to local taxpayers for school districts that already have Full-Time Kindergarten

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Student Adjustment

- Students adjust to longer days in school without any major difficulties
- Prepares students for successful transition to first grade
- NO detrimental effects to attending Full-Time Kindergarten
- Students have time to focus on activities, reflect on activities, and transition between activities

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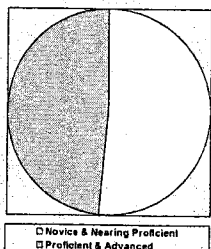
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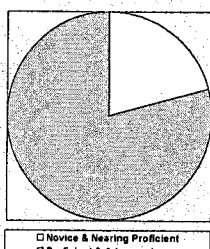
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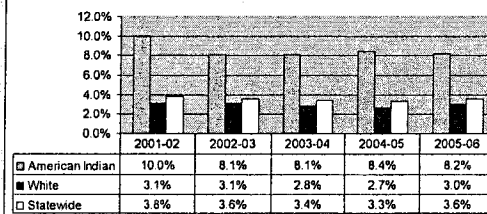
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Montana Bill Overview - SB123:

- Authorize the state full payment for each student enrolled in Full-Time Kindergarten instead of the half payment they currently receive.
- The cost is estimated at \$26 million for the 2009 biennium and \$10 million in one-time only startup costs for districts to overcome initial implementation barriers.
- Not a new program – a voluntary enhancement of an existing program.

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Montana Bill Overview - SB123 Parental Control

- Voluntary Enrollment
- Full-Time Kindergarten is pro-family
- Parents will decide if their child is ready for full-time, half-time or no kindergarten at all
- Preserve parental rights. Parents are not required to enroll their children in public school until they reach the age of 7.
- Supports working families

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Montana Bill Overview - SB123 Local Control

- Maintains local control
- Schools will not be required to offer Full-Time Kindergarten
- Local School Boards have the option to provide Full-Time Kindergarten based on the district's budget, facilities, staff and local needs

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Now is the time for Full-Time Kindergarten in Montana.

*It's about
145,416 public school kids!*

SB 123:
Academic Success
Parental Control
Local Control

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Montana Elementary School Districts Offering Full-Time Kindergarten

